

Year 1 Curriculum Summer 1 2017 TOPIC: Detectives Out and About

The new statutory primary national curriculum was introduced in September 2014. The subject specific programmes of study are available on the GOV.UK website. As a result, the school has reviewed its curriculum. However, we continue to reflect, review and amend not only what is taught but how we teach, in order to provide a stimulating, broad and balanced curriculum, which enables every child to enjoy, achieve and reach their full potential.

National Curriculum Programmes of Study

Science

Animals, including humans

Statutory requirements

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Computing

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Geography

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- significant historical events, people and places in their own locality.

Design and technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

- Design
design purposeful, functional, appealing products for themselves and other users based on design criteria
generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Make
select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate
explore and evaluate a range of existing products
evaluate their ideas and products against design criteria
- Technical knowledge

build structures, exploring how they can be made stronger, stiffer and more stable
explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Art and design

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Music

Wonderful Water

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Physical Education

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Religious Education

The following six units are to be explored at Key Stage 1, the equivalent of one study unit per term (in Year 1 we cover each of the areas incidentally, as they fit into the topic work):

- Special people
- Special Places
- Special words and Stories
- Special things in Nature
- Special symbols and objects
- Special ways of living

PSHE

We make provision for personal, social, health and economic education (PSHE), drawing on good practise. *Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.*

	Science	ICT	History	Geog	Des & Tech	Art	Music	PE	RE	PSHE
Week 1 Introduction to topic	Science Enquiry – finding out about classification of animals.	Pictograms 2count			Create own magnifying glass to use as a detective tool.	Give children a picture of an animal - to extend art picture using a range of mediums.	Ukulele Mr Rattey – topic songs	Gym Dance- Time to move Games- Spurs multiskills		Belonging to a group – e.g. scouts
Week 2 Animal groupings	Animal classification continued through literacy all week .	Pictograms 2count		Where animals come from around the world Animals and their habitats.	Give children a picture of an animal - to extend art picture using a range of mediums	Give children a picture of an animal - to extend art picture of an animal's habitat using a range of mediums.	Ukulele Stage 2, lesson 2 Mr Rattey – topic songs	Gym Dance- Time to move Games- Spurs multiskills	Nature walk – looking at the world around us	
Week 3 Animal Habitats	Powerpoint on Habitats of familiar animals. Name and classify into groups. Literacy CC. Name parts of the Human Body	Pictograms 2count		Powerpoint on Habitats of familiar animals. Name and classify into groups. Make strong links to the familiar animals found in the United Kingdom			Ukulele Mr Rattey – topic songs	Gym Dance- Time to move Games- Spurs multiskills		Communities: Caring for the environment Basic Needs of Animals

Week 4 Senses 1	Science Human Body Senses Sight Sound	Pictograms 2count		Where animals come from around the world Animals and their habitats.		Rousseau Jungle picture Look at texture and discuss how we can make some of these textures in the picture Children make a woodland picture with a animal that may live in that habitat.	Action songs Exploring round & round Charanga Music (ICT link) Mr Rattey – topic songs	Gym Dance- Time to move Games- Spurs multiskills	The Bible The creation story	Communities: Caring for the environment Basic Needs of Animals
Week 5 Senses 2	Liked to literacy Go on a sense walk – what can you hear, see, smell? Tasting session	Pictograms 2count	Looking at historical facts of an artist: Henri Rousseau.	Powerpoint on Habitats of familiar animals. Name and classify into groups. Make strong links to the familiar animals found in the United Kingdom	Design a pair of glasses	Rousseau Jungle picture Look at texture and discuss how we can make some of these textures in the picture	Action songs Exploring round & round Charanga Music (ICT link) Mr Rattey – topic songs	Gym Dance- Time to move Games- Spurs multiskills	Saint Francis & natural world (cross curricular art)	Communities: Environmental problems
Week 6 School trip/pond life	Pond life	Pictograms Assess and Review		Habitats – pond vs. field, forests		Children make a woodland picture with a animal that may live in that habitat.	Action songs Exploring round & round Charanga Music (ICT link) Mr Rattey – topic songs	Gym Dance- Time to move Games- Spurs multiskills		Looking after wildlife

Year 1 Curriculum Summer 2 2017 TOPIC: Detectives Out and About

	Science	ICT	History	Geog	Des & Tech	Art	Music	PE	RE	PSHE
Week 7 Phonics & Rainbow Fish	Structure of common animals	Giving Instructio ns Understan d that devices can be controlled			Design and create own fish from Carnival of the Animals – split pin design		Action songs Reflect, rewind, reply Lesson 1 Charanga Mr Rattey – topic songs	Sports Day		Right and Wrong: Stealing- why shouldn't we do it and how could we stop it?
Week 8 Underwater 1 (Finding Dory)	Sort animals into carnivore, herbivore and omnivores	Giving Instructio ns Use language 'algorithm', 'sequence', 'program'		Where are the coral reefs?		https://www.youtube.com/watch?v=7GBpdN26xic paper fish	Action songs Reflect, rewind, reply Lesson 2 Charanga Mr Rattey – topic songs	Gym Dance- Time to move Games- Spurs multiskills	Hindu Nature Gods (Surya, Agni, Varuna, Vayu) – children invent their own 'nature gods'	
Week 9 Underwater 2	Describe and compare structure of common animals. Label animal body parts. Structure of fish	Giving Instructio ns Sequence affects outcome		What type of sea creatures can you find in a coral reef – talk about habitats and climate	Design a fish identification poster	Make a lotus flower (cross curricular with R.E.)	Action songs Reflect, rewind, reply Lesson 3 Charanga Mr Rattey – topic songs	Gym Dance- Time to move Games- Spurs multiskills	Hindu creation story	How to manage our feelings book

Week 10 Pets and classification of animals.	Pets – Caring for them. Describe structure of animals and compare to others. Animal senses. Diet. Animal groups. Write a menu for omnivore, carnivore, herbivore. https://www.youtube.com/watch?v=pPQjI22vV2w	Giving Instructions Beebots	Egyptian cats – research when were pets domesticated?		Design somewhere for your pet to live		Action songs Reflect, rewind, reply Lesson 1 Charanga Mr Rattey – topic songs	Gym Dance-Time to move Games-Spurs multiskills		Pets and looking after animals
Week 11 Poetry week and Minibeasts	Introducing minibeasts	Giving Instructions Beebots		Minibeasts in our local area Creating a map with a key	junk modelling mini beasts	Sketch some minibeasts from an observational perspective paint/draw them	Music assess Mr Rattey – topic songs	Gym Dance-Time to move Games-Spurs multiskills		Choices: Healthy exercise
Week 12 Minibeast stories and vertebrates and invertebrates	Vertebrate or invertebrate Sorting activity	Giving Instructions Use 2Go		Where in the world to vertebrates and invertebrates live?		Draw their own front cover for their minibeast story		Gym Dance-Time to move Games-Spurs multiskills	Journeys to Special Places	
Week 13 The Smartest Giant in Town	Animal Fact File (PowerPoint in resources) Information finding	Giving Instructions Beebot2		Make a map of the town that shows places in the book The Smartest Giant in Town		Design some sets of new clothes for the Smartest Giant in Town- link to literacy	Music assess Mr Rattey – topic songs	Gym Dance-Time to move Games-Spurs multiskills	Journeys to Special Places	